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ABSTRACT

The purpose of the Single Skill Training Courses offered to teachers in the District of Columbia was to meet staff development needs by providing short, concentrated training modules covering a variety of topics within the areas of mainstreaming handicapped students, providing individualized instruction, and implementing a competency based curriculum. Teachers received recertification credit for each completed course. Both the management and instructional components of the program were evaluated through a process which called for a comparison of stated objectives to actual outcomes. Findings showed that forty modular courses were offered, all of which were relevant to the staff development needs of the district; three modules were packaged and distributed as staff development activities; instructors specified the manner and degree of mastery teachers were required to demonstrate for course credit and followed their proposed plans; and 95 percent of the teachers who participated in modules agreed with positive statements concerning course effectiveness. Relevant course documents and evaluative data are appended. (MK)

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APR 2 7 1981

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

SINGLE SKILL TRAINING COURSES (SST COURSES) E. S. E. A. TITLE IV-C

Final Evaluation Report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACTING SUPERINTENDENT OF SCHOOLS

FEBRUARY 1981

UD021421

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

SINGLE SKILL TRAINING COURSES

Final Report

1979-80

Prepared by
Division of Research, Planning and Evaluation

1979-80

SINGLE SKILL TRAINING COURSES

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SUMMARY AND FINDINGS

Title

Single Skill Training Courses

Project Coordinator

Lucille Leisner

Project Director

Ethel Hackney

Project Location

Gage-Eckington Elementary School

Target Population

Teachers and administrators of public and non-public schools in Region V of the District of Columbia Public Schools and other educators and community persons on a space available basis..

Background

The project was established to meet the staff development needs of Region V personnel especially in the areas of CBC and education of the handicapped. In the first year of the project, the courses were offered during the first two weeks of summer vacation. During the 1979-80 year the courses were offered during both terms of the school year.

Description of the Project

Project is characterized by: (1) Concise three hour in-service modules; (2) topics related to CBC, education of the handicapped and individualizing instruction and (3) the opportunity for participants to earn 1/5 recertification credit for each course completed.

Stated Objectives

A. Management

1. By the end of the 1979-80 school year, Region V will have offered several different in-service, modular courses in areas related to CBC, the education of the handicapped, and individualized instruction. The evidence shall be the following materials on file for each course: name of course, name of instructor, course syllabus, class records, date and time of class meeting, and participants' evaluation of the course. These materials shall be available for examination by evaluators and monitors. Modules may be repeated several times if time and enrollment warrant.

2. During the second semester, exemplary modules will be packaged and made available for staff development activities.

B. Instructional

After completion of three hours of instruction, each participant will demonstrate in a satisfactory manner specified by the instructor his/her mastery of the skill taught. The degree of mastery required for receipt of credit will be pre-determined by the course instructor and so stated in the course announcement.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Division of Research, Planning and Evaluation, District of Columbia Public Schools.

Findings

1. Forty different modular courses were offered. Seventeen of them were repeated once during the year raising the total number of available classes to 57. Some of the titles were: "Functional Sign Language," "Psycho-Motor Development," "Let's Write a Proposal," "Formal and Informal Spoken English" and "Improving Your Teaching Aids Through Dry-Mount Laminating."

2. The course outlines were in the areas related to CBC, education of the handicapped, and individualized instruction as stated in the proposal. Some of the courses offered could be placed in more than one category. The total number of courses falling into each of the categories was as follows: CBC, 32; education of the handicapped, 14; and inindividualized instruction, 18. The totals for each of the groupings represent both those courses which were offered twice and those courses which fall into more than one category.

3. Three modules were packaged and made available for staff development activities.

4. The instructors specified the manner and degree of skill mastery required for credit and followed their previously submitted plans in teaching the modules.

5. A participants' evaluation of the effectiveness of the courses showed that at least 95% of participants agreed somewhat or agreed strongly with positive statements concerning course effectiveness.

BACKGROUND AND PROJECT OBJECTIVES

Introduction

Purpose - The purpose of the SINGLE SKILL TRAINING COURSES (SST) is to meet staff development needs by providing short, concentrated training modules of 1/5 credit each, in the areas of mainstreaming handicapped students, providing individualized instruction, and implementing a Competency Based Curriculum (CBC).

Need - It is mandated by Public Law 94-142 that services for handicapped children be provided in the least restrictive environment which in many cases means mainstreaming. As prescribed in the 1977-78 Comprehensive Educational plan of the District of Columbia Public Schools, Competency-Based Curriculum is being implemented in all the schools. One major aspect of CBC is the individualization of instruction. Not all teachers feel adequately prepared to meet these new challenges - CBC implementation, individualizing instruction and mainstreaming. Region V is meeting these needs through staff development including the Single Skill Training Courses described here.

History - The staff of Region V, upon assessing the needs of the Region, found the number of staff development days allotted in the school calendar was not sufficient to meet the in-service training needs of the teachers. They identified special needs in the areas of training for CBC implementation and mainstreaming. In December, 1977, an ESEA Title IV, Part-C proposal was submitted to allow for the training in a specified way, i.e. through the SST courses. A project coordinator was selected in February 1979. For the first year of implementation, 1978-79, the Single Skill Training Courses were offered during the first two weeks of summer vacation. During the second year of operation, 1979-80, courses were spread throughout the year, with offerings divided into two semesters.

Description of the Project

Target Population - The program is set up to offer staff development courses to public and non-public schools teachers from Region V. Teachers from other regions and community persons are accepted on a space available basis.

Management

Courses - Data from modules taught the previous year were analyzed. Based on the results, some modules were refined and new courses were developed. A course description book was prepared each semester, and distributed to all schools and offices in the D.C. Public Schools, as well as to non-public schools in Region V. Video-tapes and instructional guides for exemplary modules were developed. (See Appendix A for 1979-80 courses.)

Instructors - Instructors were selected who had the necessary credentials to teach the subjects in the module areas. They were provided with guidelines that specified procedures to be followed. (See Appendix B.)

Credit - Participants earn 1/5 recertification credit for each course successfully completed. Fractions of credits are accumulated until one full credit has been earned. Participant credit is tabulated and reported to the Board of Examiners. College credit may also be earned at the rate of 2 credits for each 10 courses successfully completed.

Instruction

Course Description - Each course was developed according to its own specific objectives. Materials used and types of experiences provided vary according to content of course and the goals and teaching style of the instructors. There is an overall standardization in the planning for the in-service activities. (See Appendix B.)

Evaluation - Each course is evaluated in two ways: (1) content mastery and (2) the value of the course. (See Appendix C.)

Stated Objectives

A. Management

1. By the end of the 1979-80 school year, Region V will have offered several different in-service, modular courses in areas related to CBC, the education of the handicapped, and individualized instruction. The evidence shall be the following materials on file for each course: name of course, name of instructor, course syllabus, class records, data and time of class meeting, and participants' evaluation of the course. These materials shall be available for examination by evaluators and monitors. Modules may be repeated several times if time and enrollment warrant.

2. During the second semester, exemplary modules will be packaged and made available for staff development activities.

B. Instructional

After completion of three hours of instruction, each participant will demonstrate in a satisfactory manner specified by the instructor his/her mastery of the skill taught. The degree of mastery required for receipt of credit will be pre-determined by the course instructor and so stated in the course announcement.

EXTERNAL EVALUATION DESIGN

Evaluation

The evaluation follows the Planning, Monitoring, and Implementation (PMI) Model for Decision-Making which was developed by the Divison of Research, Planning and Evaluation, District of Columbia Public Schools. The evaluation design consisted of the intended inputs, processes and outputs. The interim report related agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data, the agreements and discrepancies between intended and observed outcomes with supporting data in the appendix, a summary of performance agreement and analysis/conclusions/implications, for each objective. (See Appendix D.)

RESULTS

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

SINGLE SKILLS TRAINING COURSES PART I

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: A - Management

1. By the end of the 1979-80 school year, Region V will have offered several different in-service modular courses in areas related to CBC, the education of the handicapped, and individualized instruction. The evidence shall be the following materials on file for each course: name of course, name of instructor, course syllabus, class records, date and time of class meeting, and participants' evaluation of the course. These materials shall be available for examination by evaluators and monitors. Modules may be repeated several times if time and enrollment warrant.

2. During the second semester, exemplary modules will be packaged and made available for staff development activities.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Qualified instructors	Agreement	1. All instructors were hired and their qualifications are on record.
2. Adequate space for classes	Agreement	2. Adequate classroom and storage space was available at Gage-Eckington.
3. Materials used by instructors (such as paper, blackboard materials, construction paper, scissors, variety of projectors)	Agreement	3. Instructors were provided with the needed materials.
4. Materials for packaging exemplary modules (such as videotape equipment, tapes, paper)	Agreement	4. Materials were ready.
5. Studio time at the Media Center	Agreement	5. Studio time was arranged.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: A - Management

1. By the end of the 1979-80 school year, Region V will have offered several different in-service modular courses in areas related to CBC, the education of the handicapped, and individualized instruction. The evidence shall be the following materials on file for each course: name of course, name of instructor, course syllabus, class records, date and time of class meeting, and participants' evaluation of the course. These materials shall be available for examination by evaluators and monitors. Modules may be repeated several times if time and enrollment warrant.

2. During the second semester, exemplary modules will be packaged and made available for staff development activities.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. The project director and instructors will refine modules as needed.	Agreement	1. Modules were refined as needed.
2. The project director will plan and develop new courses.	Agreement	2. The project director planned and developed new courses throughout the year.
3. The project director will identify instructors and purchase supplies.	Agreement	3. The project director identified the instructors and purchased supplies.
4. The project director will send enrollment information to schools.	Agreement	4. Enrollment information was sent to the schools twice - once each semester.
5. The instructors will conduct classes.	Agreement	5. Instructors conducted the classes.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: A - Management

1. By the end of the 1979-80 school year, Region V will have offered several different in-service modular courses in areas related to CBC, the education of the handicapped, and individualized instruction. The evidence shall be the following materials on file for each course: name of course, name of instructor, course syllabus, class records, date and time of class meeting, and participants' evaluation of the course. These materials shall be available for examination by evaluators and monitors. Modules may be repeated several times if time and enrollment warrant.

2. During the second semester, exemplary modules will be packaged and made available for staff development activities.

PROCESSES

INTENDED	MONITORING	OBSERVED
6. The project director will conduct on-going evaluation and monitoring.	Agreement	6. The project director attended all classes and conducted evaluations.
7. The project director will arrange for college credit for those enrollees desiring it.	Agreement	7. The project director arranged for college credit for those who wanted it.
8. The project director will assess modules based on feedback to determine which ones are exemplary.	Agreement	8. The project director assessed the modules to determine which ones were exemplary.
9. The project director will package exemplary modules.	Agreement	9. Preliminary videotaping was done and packaging completed. This removed the discrepancy which appeared in the interim report.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: A - Management

1. By the end of the 1979-80 school year, Region V will have offered several different in-service modular courses in areas related to CBC, the education of the handicapped, and individualized instruction. The evidence shall be the following materials on file for each course: name of course, name of instructor, course syllabus, class records, date and time of class meeting, and participants' evaluation of the course. These materials shall be available for examination by evaluators and monitors. Modules may be repeated several times if time and enrollment warrant.

2. During the second semester, exemplary modules will be packaged and made available for staff development activities.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Records will show that at least 40 different modular courses were offered.	Agreement	1. The records show that forty different modular courses were offered. Seventeen of them were repeated twice during the year raising the total number of available classes to 57. (See Appendix A for a complete listing of the courses offered.)
2. Records will show that course outlines are in areas related to CBC, education of the handicapped, and individualized instruction.	Agreement	2. The records show that the course outlines are in the areas related to CBC, education of the handicapped, and individualized instruction. Some of the courses offered could be placed in more than one category. The total number of courses falling into each of the categories is as follows: CBC, 32; Education of the handicapped, 14; and Individualized instruction, 18. The totals for each of the groupings represent both those courses which were offered twice and those courses which fall into more than one category. (See Appendix A.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: A - Management

1. By the end of the 1979-80 school year, Region V will have offered several different in-service modular courses in areas related to CBC, the education of the handicapped, and individualized instruction. The evidence shall be the following materials on file for each course: name of course , name of instructor, course syllabus, class records, date and time of class meeting, and participants' evaluation of the course. These materials shall be available for examination by evaluators and monitors. Modules may be repeated several times if time and enrollment warrant.

2. During the second semester, exemplary modules will be packaged and made available for staff development activities.

OUTCOMES		
INTENDED	MONITORING	OBSERVED
3. Records will show that some modules were packaged and made available for staff development activities.	Agreement	3. A review of the records shows that three modules were packaged and made available for staff development activities.

Reporting Form

PART IV

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: A - Management

1. By the end of the 1979-80 school year, region V will have offered several different in-service modular courses in areas related to CBC, the education of the handicapped, and individualized instruction. The evidence shall be the following materials on file for each course: name of course, name of instructor, course syllabus, class records, date and time of class meeting, and participants' evaluation of the course. These materials shall be available for examination by evaluators and monitors. Modules may be repeated several times if time and enrollment warrant.

2. During the second semester, exemplary modules will be packaged and made available for staff development activities.

OBSERVED INPUTS/OBSERVED PROCESS

The availability of qualified instructors and adequate classroom space at Gage-Eckington allowed the project director to develop and implement the new courses. All materials needed by the instructors were supplied.

The materials for packaging the exemplary modules and studio time were available. Preliminary videotaping was done and the production of these modules was completed.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The project director planned and developed forty different courses during the year. Seventeen of the forty courses were repeated during the second semester of SY 1979-80. This action produced a total of fifty-seven class offerings for the school year. A listing of the courses and their descriptions appears in Appendix A. The packaging of three modules was completed and they are on file in the media library ready for use.

Reporting Form

PART V

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: A - Management

1. By the end of the 1979-80 school year, region V will have offered several different in-service modular courses in areas related to CBC, the education of the handicapped, and individualized instruction. The evidence shall be the following materials on file for each course: name of course, name of instructor, course syllabus, class records, date and time of class meeting, and participants' evaluation of the course. These materials shall be available for examination by evaluators and monitors. Modules may be repeated several times if time and enrollment warrant.

2. During the second semester, exemplary modules will be packaged and made available for staff development activities.

ANALYSIS/CONCLUSIONS/IMPLICATIONS

The SST Program produced a total of forty different courses which were offered over two terms. Seventeen of the forty classes were offered twice due to high attendance and a large demand. The instructors' material was on file. Courses fit into the categories as specified in the objective. In the interim report the project was reported not to have completed any of the packaging of the instructional modules and a discrepancy resulted. The delay in the production of the instructional module was due to a technical problem at the Media Center. The problem was resolved and the modules were completed by the end of the spring term. Thus, Objective A has been met.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants Administration to aid them in their decision making concerning this project.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART I

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: B - Instructional

After completion of three hours of instruction, each participant will demonstrate in a satisfactory manner specified by the instructor his/her mastery of the skill taught. The degree of mastery required for receipt of credit will be predetermined by the course instructor and so stated in the course announcement.

INPUTS

INTENDED	MONITORING	OBSERVED
1. Qualified instructors	Agreement	1. All instructors were hired and their credentials are on record.
2. Degree of mastery required for credit stated in course announcements	Agreement	2. Requirements were stated in course announcement.
3. Adequate space, materials, and equipment for each course	Agreement	3. There is space for teaching and storage at Gage-Eckington. Materials and equipment were ready for the classes.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART II

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: B - Instructional

After completion of three hours of instruction, each participant will demonstrate in a satisfactory manner specified by the instructor his/her mastery of the skill taught. The degree of mastery required for receipt of credit will be predetermined by the course instructor and so stated in each course announcement.

PROCESSES

INTENDED	MONITORING	OBSERVED
1. Instructors will conduct classes.	Agreement	1. Instructors did conduct the classes as scheduled.
2. Project director will make sure instructors specify the required and degree of skill mastery to be acquired.	Agreement	2. Project director saw that the required manner and degree of skill mastery was specified.
3. The project director will monitor classes to assure that specified plans are followed.	Agreement	3. Project director did attend all classes, and confirmed that the plans were followed.
4. Enrollees will demonstrate skill mastery in the manner and to the degree specified by instructors.	Agreement	4. Data were collected to show that enrollees were demonstrating skill mastery as indicated.
5. Project director will maintain records of attendance and credit earned.	Agreement	5. Project director has records of attendance and credit earned.
6. Enrollees who desire college credit will register for at least ten courses and pay required tuition fee.	Agreement	6. Enrollees who desired college credit registered and paid as required.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART III

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill..

Objective: B - Instructional

After completion of three hours of instruction, each participant will demonstrate in a satisfactory manner specified by the instructor his/her mastery of the skill taught. The degree of mastery required for receipt of credit will be predetermined by the course instructor and so stated in each course announcement.

OUTCOMES

INTENDED	MONITORING	OBSERVED
1. Project director's records and a spot check of courses will show that specified plans were followed.	Agreement	1. Two courses were visited by the evaluation team. They were the "Perceptual Training" course and the "Evaluating Your Year's Work" course. The visits and project director's records revealed that specific plans were developed and followed.
2. An examination of records will show that instructors did specify the manner and degree of skill mastery required for credit.	Agreement	2. A review of a sampling of the record shows that the instructors did speci the manner and degree of skill mastery required for credit. An example of the Instructor's Module Plan is presented in Appendix B.
3. A participants' evaluation of course effectiveness will show that a least 95% of participants agree somewhat or agree strongly with positive statements concerning course effectiveness.	Agreement	3. The questionnaire contains eight ite which were used to evaluate this intended outcome. The range of percentages for the sum of the two columns over the eight items is 90.8 an 98.03. The percentage of responses over the eight items in the "Agree Somewhat" and "Agree Strongly" is 95.37. (See Appendix C for questionaire.)

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART IV

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: B - Instructional

After completion of three hours of instruction, each participant will demonstrate in a satisfactory manner specified by the instructor his/her mastery of the skill taught. The degree of mastery required for receipt of credit will be predetermined by the course instructor and so stated in each course announcement.

OBSERVED INPUTS/OBSERVED PROCESSES

Adequate space and materials for the instructors were available. Qualified instructors were hired and the courses were conducted as scheduled. The qualifications of the instructors were recorded and are on file. On file also are the course annoucements in which the instructor states the degree of mastery required t complete the course. The test or instruments used to assess mastery are on file too. The materials, space, and personnel allowed for the courses to be presented as planned.

OBSERVED PROCESSES/OBSERVED OUTCOMES

The instructors conducted the classes and an examination of the records shows that the instructors did specify the manner and degree of skill mastery required for credit. Enrollees demonstrated skill mastery in the manner and to the degree which was specified by the instructor.

The participants of the courses evaluated the courses and 95.37% checked "Agree Somewhat" and "Agree Strongly" to positive statements concerning the courses' effectiveness.

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

PART V

Goal: To meet the staff development needs of Region V public and non-public schools by offering individual, three hour modular courses, each giving concentrated training in a single skill.

Objective: B - Instructional

After completion of three hours of instruction, each participant will demonstrate in a satisfactory manner specified by the instructor his/her mastery of the skill taught. The degree of mastery required for receipt of credit will be predetermined by the course instructor and so stated in each course announcement.

ANALYSIS/CONCLUSIONS/IMPLICATIONS

There were no discrepancies between intended and observed inputs, processes, or outputs. The participants completed course requirements to the satisfaction of the instructors, and considered the courses to be effective. The instructors specified the requirements for mastery and followed their specified course plans. Thus, Objective B, the Instructional Objective, was met as stated.

DECISIONS

This report will be forwarded to the Project Director, the School Superintendent, the School Board, and Grants Administration to aid in their decision making concerning this project.

APPENDIX A

SST Course Listing

SINGLE SKILL TRAINING COURSES

CBC	Handicapped	Individualizing		Title
X	X		80-18	"Behavior Management Techniques"
X			80-7	"Constructing Behavioral Objectives Using the Nine Action Words"
	X		80-12	"Interpreting P. L. 94-142"
X	X	X	80-17	"Task Analysis: How to Break Down a Skill"
X		X	80-6	"Making Bulletin Boards Funtional"
X		X	80-3	"Individualizing Instruction through Learning Centers"
X		X	80-19	"Making Teacher-Made Math Tests Work for You"
X			80-20	"Making Measuring Important in Your Math Program"
X			80-34	"Getting the Most From Your Curriculum Guides"
X		X	80-23	"Using Skill Hierarchies in Your Instructional Program"
X		X	80-30	"Using Experience Charts in Teaching Reading and Language Arts"
X			80-21	"Teaching Map and Globe Skills"

SINGLE SKILL TRAINING COURSES

CBC	Handicapped	Individualizing		Title
X		X	80-2	"Individualizing Instruction through the Flexible Grouping Technique"
X			80-24	"Construction Assessment Tasks, Given Behavioral Objectives"
X		X	80-36	"Improving Your Teaching Aids Through Dry-Mount and Laminating Techniques"
X		X	80-4	"Individualizing Instruction through Effective Use of Multimedia Materials"
X		X	80-25	"Managing Your Class in Open Space"
X			80-10	"Managing a CBC Classroom"
		X	80-11	"Interpretation of Norm-Referenced Test Scores"
X			80-32	"Constructing Learning Activities, Given Objectives"
X			80-26	"Teaching Test-Wiseness"
	X		80-14	"Techniques for Mainstreaming the Handicapped Student"
	X		80-31	"Functional Sign Language"
	X		80-33	"Making Educational Assessments for Special Education"
X			80-22	"Perceptual Skills: Teaching Listening"
X			80-8	"Performance Agreement in Instructional Systems"

SINGLE SKILL TRAINING COURSES

CBC	Handicapped	Individualizing		Title
	X		80-29	"Understanding Special Education"
X	X	X	80-37	"Let's Write a Proposal"
X		X	80-28	"Strategies for Individualizing"
X			80-9	"Perceptual Skills: Teaching the Skill of Observation"
	X		80-15	"Teaching Methods for Students With Special Needs"
X	X	X	80-38	"Giving and Following Directions"
X		X	80-1	"Individualizing Science Classes"
	X	X	80-16	"Preparing an I. E. P."
X	X	X	80-39	"Perceptual Training"
X			80-27	"Teaching Handwriting Skills"
X			80-43	"A High Interest Approach to Language Development"
X			80-40	"Formal and Informal Spoken English"
X			80-41	"Matching Assessment Item Format to Performance Category"
X	X	X	80-42	"Evaluating Your Year's Work"
	X		80-35	"Psychomotor Development"

APPENDIX B

Instructor Information Sheet and Guidelines
for Potential Instructors

S I N G L E S K I L L T R A I N I N G C O U R S E S

INSTRUCTOR INFORMATION

MODULE TITLE Formal and Informal Spoken English

Giving and Following Directions

Instructor/s:

1. Name:..... SS#.....

   Home Address:.....Tel.....

   .....

   Work Address:.....Tel.....

2. Name:..... SS#.....

   Home Address:.....Tel.....

   .....

   Work Address:.....Tel.....

Complete the following:

1. Please list dates or days of the week which you do not wish to have this module scheduled.

   Mondays, Wednesdays, Fridays

2. Specify nature of special facilities, if any, needed for this module.

   n/a

3. Indicate equipment, materials or services you wish provided for the module.

   n/a

4. Should teacher response indicate a need for repeated offerings of this module, how many times will you be able to teach it?

   forever

INSTRUCTOR'S MODULE PLAN

Title: Giving and Following Directions

Instructor(s)

Projected acceptable minimum/maximum load: n/a

Prerequisites: n/a

Objectives stated behaviorally:
(Attach Hierarchy)

1.)At the conclusion of the three-hour lesson, the participants will be able to analyze samples of their own written and oral directions in terms of preciseness and clarity. 2)... will be able to design and use at least one exercise which teaches students how to follow written and oral directions.

Activities: (Give estimated time requirements for each.)
Briefly describe, use extra sheets if necessary.

In-class

1.1) Learn the characteristics of good written and oral directions.

1.2) Analyze sample directions provided by the instructor and the participants.

1.3) Practice improved written and oral directions.

2.1) Review instructor-provided classroom materials on following direccions.

2.2) Design one exercise for classroom use

Assessment:

1.1) Improved written and oral directions.

2.1) Classroom exercise designed.

Materials and/or equipment needed: n/a

INSTRUCTOR'S MODULE PLAN

Title: Formal and Informal Spoken English

Instructor(s) .....

.....

Projected acceptable minimum/maximum load: n/a / n/a

Prerequisites: .....

Objectives stated behaviorally:
(Attach Hierarchy)

1) At the conclusion of the three-hour session, the participants will be able to identify at least four elements of their students' informal spoken English. 2)... will be able to build and use at least four types of oral drills which teach students how to move from informal to formal speech depending upon the social situation.

Activities: (Give estimated time requirements for each.)
Briefly describe, use extra sheets if necessary.

In-class.....

1.1) Learn the most common elements of informal speech.

2.1) Learn how to construct repetition drills.

2.2) Build repetition drills for a specific element of informal speech.

.....

.....

.....

.....

Assessment: .....

1.1) Identification of elements of informal speech.

2.1) Repetition drills designed.

Materials and/or equipment needed: n/a

.....

.....

APPENDIX C

Single Skill Training Course Questionnaire

EVALUATION
SINGLE SKILL TRAINING COURSES

ACTIVITY _____
Course Title Instructor's Name

We need your help in evaluating the effectiveness of this activity. Your remarks will assist us in providing staff development opportunities of high quality. Please indicate your degree of agreement with each statement by placing a check mark in the appropriate box.

This workshop:	Agree Strongly	Agree Somewhat	Undecided	Disagree Somewhat	Disagree Strongly
1. was just what I expected.					
2. required active participant involvement.					
3. accomplished its listed objectives very well					
4. would be of great value to others in my building.					
5. was a stimulating experience.					
6. was practical.					
7. should be offered repeatedly.					
8. will help me in my job.					

9. How did you find out about Single Skill Training Courses? Please check all that apply.
   a. Course announcement notice _____
   b. Course description and schedule pamphlet _____
   c. Daily bulletin _____
   d. Another teacher _____
   e. Staff meeting _____
   f. Other (please explain) _____

10. Comments: Please use back of sheet.

SINGLE SKILL TRAINING COURSES QUESTIONNAIRE

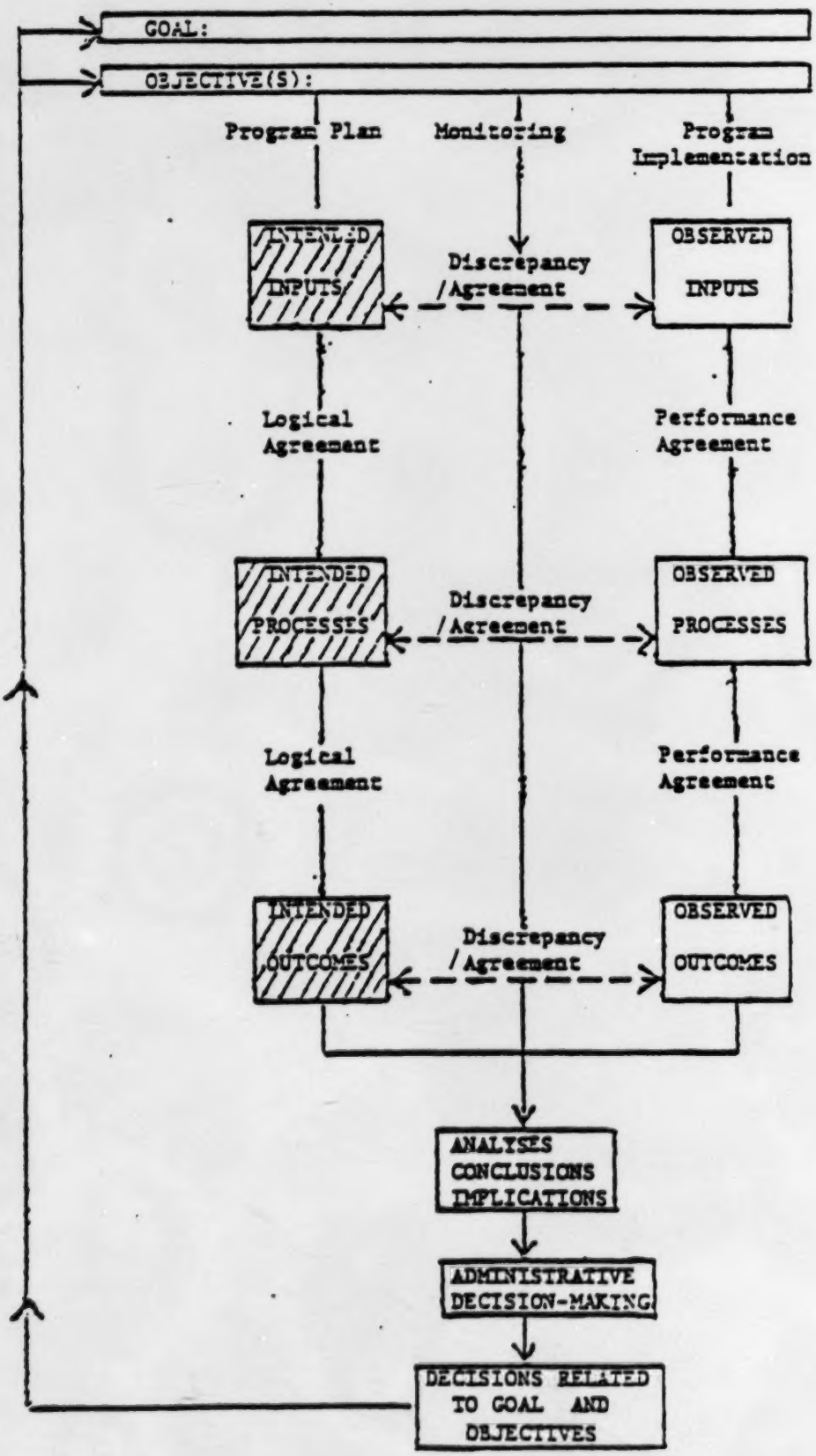
This workshop:	Numbers Represent Response Percentages				
	Agree Strongly	Agree Somewhat	Unde-cided	Disagree Somewhat	Disagree Strongly
1. was just what I expected.	76.44	17.46	2.71	3.05	.34
2. required active partici-pant involvement.	86.08	11.97	1.62	.32	-0-
3. accomplished its listed objectives very well.	85.27	13.36	1.03	.34	-0-
4. would be of great value to others in my building.	79.60	14.43	4.81	1.00	.17
5. was a stimulating experience.	81.70	14.71	1.96	1.47	.16
6. was practical.	88.28	9.57	.83	1.16	.17
7. should be offered repeatedly.	81.01	14.29	3.57	.97	.16
8. will help me in my job.	80.53	15.02	3.80	.66	-0-

APPENDIX D

Evaluation Model Schematic

Appendix

EVALUATION MODEL SCHEMATIC



DRE